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ABSTRACT

This study examines the portrayal of sex-roles and the representation of males and females in selected preschool level picture books. The analyses include 125 picture books representing the work of 100 authors, randomly selected from a collection of approximately 1,000 picture books available in the children's department of the Mishawaka, Indiana Public Library. The items under analysis included the sex of the authors and illustrators and the percentage of males or females represented in the titles, main characters, illustrations, roles and activities of adults, and activities of children. The results indicate that females are underrepresented and that both males and females are limited to stereotyped roles in the picture books. Approximately 40 percent of the illustrations contained only male characters, while 11 percent contained only female characters, and 25 percent contained both male and female characters. Of the main characters portrayed in picture books, approximately 57 percent were male while only 13 percent were female. In addition, male characters depicted 81 different roles while female characters depicted only 17 different roles. A review of the literature on sexism in children's literature, textbooks, nursery rhymes, folktales, and picture books precludes the study. (DE)

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A CONTENT-ANALYSIS OF SELECTED PICTURE BOOKS EXAMINING THE PORTRAYAL OF SEX-ROLES AND REPRESENTATION OF MALES AND FEMALES

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CHAPTER I

STATEMENT OF THE PROBLEM AND DESIGN OF THE STUDY

Introduction

In recent years specialist in children's literature have been euphoric over the advances made in books for children. The technological advances that have been made in printing make it possible to quickly and cheaply produce visually sophisticated books, which delight both the children who read them and the artist who design them. It is safe to assume that now more than ever children are in contact with better books. (Stewig and Higgs:236)

Yet, there are many who consider much of children's literature dross. Persons representing liberation groups emphatically state that children are being exposed to books that help mold their ideas of women's roles, although unconsciously, so that little girls grow up viewing women as second-class citizens, destined for motherhood. (Stewig and Higgs:236)

The Purpose of the Study

The purpose of this study was to examine the portrayal of sex-roles and the representation of males and females in selected picture books.

Importance of the Study

This study is based on the premise that literature plays a meaningful role in shaping the cognitive and emotional de-

velopment of the preschool child. By the time a child is four years old he/she realizes the primary feminine role is housekeeping, while the primary masculine role is wage earning. (Harley cited by Weitzman:1125) Before the child enters kindergarten he/she will be making sex-role distinctions and will express sex-role preferences. (Weitzman:1125) Because the preschool child is in the process of developing his/her sex identity it is obvious that this child may be learning or adding to preconcived notions about his/her gender identity while reading picture books. (Hillman:84)

Picture books are a means of presenting a child with a world outside his/her own immediate enviornment, a look at societal values and what other boys and girls do, say and feel. In addition they provide a role model of what children can be when they grow up. Because picture books are potential motivators of thought and action the role models they portray deserve close examination.

Definition of Terms Used

Picture Books - The definition of a picture book as defined by Miss Bette Scherzinger, Department Head of the children's section of the Mishawaka Public Library, follows: "A picture book is defined as any book that is: 1. mostly pictures 2. suitable for reading to children of ages three to six years."

Sexism - the portrayal of women in undesirable and demeaning roles. (Stewig:236)

Sexual stereotypes - are assumed differences, social conventions or norms, learned behavior, attitudes and expectations. (Howe:77)

Limitations of the Study

This study was conducted within the following limitations:

1. The books analyzed were limited to picture books.
2. The picture books analyzed were selected from only the Mishawaka Public Library.

Design and Rationale

The focus of this study was limited to one specific type of children's literature - picture books. The study was limited to picture books because of the quanity of children's books in print and because of the important influence of early learning on the child. (Stewig and Higgs:238)

The analyses included 125 picture books representing the work of 100 authors, randomly selected from a collection of approximately 1,000 picture books available in the children's department of the Mishawaka Public Library. The selection was made at random by removing the books from the shelf without looking at titles or book covers. The books used in this study were judged representative of those typically available to children in the Mishawaka and South Bend areas. The collection of books were judged representative because they were choosen by a professional librarian on the basis of widely used biblographic tools as the Horn Book, Book List,

School Library Journal Book Review and Publishers Weekly. Another reason for judging the books representative was because of the random means of selection, the spread of 52 years in publication date (1923-1975) and the distribution of authors alphabetically. Of the 125 books examined 57 were published between 1970 and 1975 (46 percent of total sample of books),46 were published between 1960 and 1969 (37 percent), 12 were published between 1950 and 1959 (9 percent),5 were published between 1940 and 1949 (4 percent) and 5 were published before 1940 (4 percent). For a complete breakdown of publishing dates see Appendix A.

The definition of'picture book'used was one given in an interview by Miss Bette Scherzinger, Department Head of the children's section of the Mishawaka Public Library. The definition follows: "a picture book is defined as any book that is: 1. mostly pictures 2. suitable for reading to children of ages three to six years." This definition was used because Miss Scherzinger is the person in charge of selecting the picture books for the Mishawaka Public Library.

To obtain the desired information from the sample books a content-analysis approach was employed. The items analyzed were authors, illustrators, titles, main characters, illustrations, roles and activities of adults and activities of children. In addition to this each book was placed in one of six specific categories according to content. The items examined and the six categories were adapted and modified from the following similar studies: Girls Grow

Up to be Mommies:A Study of Sexism in Children's Literature (Stewig and Higgs) and Sex-Role Socialization in Picture Books for Preschool Children (Weitzman). A tabulation of sterotypic sex-roles was also conducted. The sterotypic sex-role items were taken from a study entitled Sex- Role Stereotypes:A Current Appraisal (Broverman et al).

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

There have been numerous studies in recent years on the topic of sexism in children's literature. These articles have examined everything from textbooks to fairy tales. In order to obtain an overall picture of the current opinions and research being done a review of studies dealing with sexism in textbooks and others children's literature, fairy tales and picture books follows.

Studies Examining Sexism in Textbooks and Other Children's Literature

"The Role of Male and Female in Children's Books-Dispelling All Doubt" (Wilson Library Bulletin, October 1971) examines studies already made and includes an analysis of some actual books to confirm statements made.

Perhaps the major weakness of this study was that it failed to mention the method of analyzing the books they used to confirm statements made. The extent of the study was another topic not clearly defined.

The principal findings of the study indicated that there is indeed sexism in textbooks and other children's literature. It was found that in general children's books show that boys: climb, dig, build, fight, fall down, get dirty, ride bikes and have many adventures, while girls sit and watch quietly. Typ-

ically the mother figure is presented as a pleasant, hard-working, but basically uninteresting person. With regard to physical tasks boys and men were portrayed as being more competent than women or girls. The pictures and illustrations found in many of the textbooks included females in only about 15 percent of the illustrations. Thus, it was noted that even when a story is suppose to be about a female, the actual pictorial and textual presentation may diminish the female. Personification of inanimate objects were found to be invariably male.

The findings of books written for young people approaching adulthood were equally negative toward women. The diplction of girls and women in these books were not at all like the girls and women young men meet in real life. It was noted that girlfriends and mothers in these books were almost always "...unpleasant, one-dimensional, idealized, insipid, bitchy, or castrating - the sexually neutral characters such as little sisters and old ladies were most often well conceived and likable."

Social studies textbooks were found to show or describe men in over 100 different jobs and women in less that 30, and in these 30 jobs, women serve people or help men to do more important work. It was concluded that the social studies texts examined,"do their part in preparing girls to accept unquestioningly their future as unimportant, nonproductive, nonadventurous and unintelligent being."

The study painted a rather gloomy picture for females but did not want to conclude on such a negative note. Therefore the conclusion noted that the National Organization for Women has initiated a bibliography of books showing females in nonstereotyped roles. It also noted that thousands of these bibliographies have been sold and authors are already writing material which is more equitable to both males and females.

Although this study relates to textbooks and other children's literature the findings and conclusions are similar to those found in the present study on picture books.

"Sex Roles in Early Reading Textbooks" (The Reading Teacher, May 1972) is a study undertaken on the assumption that sex-role behavior is culturally determined and is produced by social learning. It was further assumed that school is a social experience and a vehicle for transmitting social values and attitudes, textbooks being one agent of this transmission. There was material cited to substantiate these assumptions. The purpose of the study was to compare the roles, relationships, activities and relative importance that is assigned to male and female characters in readiness and first grade readers. The method used to make these comparisons was a content-analysis approach. The materials examined included readiness books and first and second grade readers from four major basal reading series. A total of 734 stories were read and analyzed.

The principal findings indicated that females were

depicted as relatively unimportant and limited persons. Adult males were observed in occupations outside the home and the list of occupations were long and varied. The occupational list for females was limited and the jobs listed were traditiona female jobs, such as teacher, nurse and librarian. When the adult role in the family was examined the father was found assuming almost entirely the role of family leadership while the mother is shown as the homemaker/shopper. Observations of children's activities and play indicated boys to be independent, intiative, curious, assertive, logical, brave and leaders. Girls on the other hand were observed as being timid, docile, dependent and generally lacking character.

The authors concluded that further research in the area of sex-role treatment is imperative. They further suggested that the research be done in all aspects of possible school influence where social learning as it relates to sex-role expectations and models take place.

The study relates to the present study on picture books in that many of the findings, particularly those relating to roles of adults and activities of children, are the same or similar as the ones found in the present study.

Study Examining Nursery Rhymes and Folk Tales

"The Negative Image of Women in Children's Literature" (Elementary English, April 1972) is an article dealing with the negative image of women in nursery rhymes and folk tales.

The purpose of this paper was to examine female types recurrent throughout children's literature. The focus is on nursery rhymes and folk tales because the author assumes that such literature makes a deep impression on young minds. This assumption is not substantiated by indicating any previous studies designed to prove that nursery rhymes and folk tales make deep impressions on young minds. The method used to examine these female types is content-analysis. The study does not state the extent of material examined or the method employed to select the literature examined.

The principal findings of the paper indicate women to be dipicted in a negative fashion in the nursery rhymes and folk tales examined. The author found females to be eccentric, befuddled and imperceptive. Old ladies that were examined collectively were found to be a ludicrous bunch prone to hysteria. These ladies were found to lack dignity, intellegence and commanded no respect. Another recurring female type noted was that of the beautiful,young heroine. She is noted as beautiful but helpless, dependent upon men, dull-witted, spiritless, passive, naive or amoral. The last female figure to be studied was that of the mother. The author found her portrayed as being cruel, vain, greedy, demanding or as a shrew.

The author concluded by assuming that the folk materials studied were born in and perpetuated by societies that maintained the "natural inferiority of women."

The relationship of this study to the pressnt study is that both studies have found females in children's literature represented in a negative image.

Studies Examining Sexism in Picture Books

"Women in Children's Literature" (College English, May 1971) examines sexism in the winners and runners-up of the Caldecot award. Picture books were concentrated on because the author felt that the illustrated books are the ones that influence children at a time they are in the process of developing their own sexual identities. The study analyzed the Caldecot winners and runners-up covering the past 20 years,which consisted of 80 books. The method used to examine the books was a content-analysis approach.

The principal findings indicated that sexism was present in the books examined. Of the 80 books analyzed it was found that the titles included names of males over 3 times as often as names of females. It was also noted that one fourth of the books had only token females. During the past 20 years the female presences in the Caldecott winners is steadily declining. The main characters were predominatly males. Out of the 80 books analyzed they were 10 books with female main characters and 24 with male main characters.

The author concluded that it is not necessary to continue writing books that protray females as limited persons. She feels that books about real little girls - not the stiff, stilted placid creatures now portrayed, will be accepted

and widely read. Nilsen also concludes that "...what we should have learned when we began looking at the elementary reading texts in the fifties was that boys wouldn't read books about dull children - male or female."

The relationship between this study and the present study follows: both studies analyzed picture books, both studies indicate that picture books are introduced to children at a time they are developing their own sexual identities and many of the principal findings are shared.

"Sex Bias in Children's Books" (Childhood Education, February 1976) is a study comparing the activities, roles and relative importance assigned to males and females in selected picture books. The investigation was deemed appropriate because of previous studies indicating the influence picture books have on the psychological growth of girls and boys. The method used to make the comparison was an illustration-analysis of the content of selected picture books. A total of 22 picture books were examined. These books were selected from those identified as "favorite picture books" used by teachers of young children.

The principal findings concluded that their was sexism shown in the books analyzed. The majority of picture books analyzed had male main characters. The illustrations of children were predomintly male as were the illustrations of adults. It was noted that the ration of quiet to active play for female children was 46/54 while for male children

it was 14/86. The adult females were depicted in the role of homemaker/shopper, while the male adults were depicted as breadwinner/provider. When the females were portrayed as working women they were shown in service occupations while the males were depicted in more varied and prestigious positions.

The authors concluded that the evidence they collected indicated a need for more careful screening in the selection of picture books for use with young children.

The relationship that this study has with the present study follows: both studies deal with picture books, both studies agree picture books have an influencing affect on young children and both studies have similar findings.

"Girls Grow Up to be Mommies" (Library Journal, January 1973) is a study of sexism in children's literature. The purpose of the study was to determine if women were shown in undesirable and demeaning roles in a selected number of picture books. The rationale for selecting picture books and the method of choosing the specific books to be analyzed were carefully explained and substantiated. The books were analyzed by content-analysis.

The principal findings concluded that women in the books examined do play a subordinate, home-related role. Of the books that included females 83 percent were shown in homemaking roles and 17 percent in more professional roles. The women involved in roles outside the home were in traditional female professions such as teacher, librarian, nun and nurse. There were three

books out of 154 that did not include males and 13 books that did not include females. It was noted that males were portrayed more frequently and in a wider array of professional roles than females. The nonprofessional roles shown were not as wide ranging as the professional roles shown, but the variety did exceed that for females.
The authors concluded that women are portrayed in one of two ways - homemaker/shopper or semi-professionals engaged in service related occupations.

The relationship between this study and the present study follow; both studies analyze picture books, both use a contend-analysis method of examination and both have similar if not identical findings.

"Sex-Roles Socialization in Picture Books for Preschool Children" (American Journal of Sociology, May 1972) is a study examining sex-role socialization in books for preschool children. The purpose of the study was to investigate sexism in a selected number of picture books. The purpose and method of selecting books were very well substantiated . The books examined were the Caldecott winners, the Newbery Award winners, the Little Golden Books, and the "prescribed behavior" or etiquette books. The method used to examine the books was content-analysis.The principal findings indicated sexism in the books analyzed. It was noted that when there are female characters portrayed they are usually insignificant or inconspicuous. The authors summerized the findings of boys and

girls by noting that boys are active and girls are passive. The same conclusions were reached with respect to adult males and females. One of the more significant findings was that not one woman in the Caldecott sample had a job or profession. Males were found to have a long and varied list of professions and activities as compared to females.

The authors concluded that girls and women depicted in the sample books were a dull and sterotyped lot.

The relationship between this study and the present study follow: both analyze picture books, both employ a content-analysis method of examination and both have similar or identical findings.

Summary

The review of literature indicates sexism in several types of children's literature, it also points to the meaningful role picture books play in early learning. These findings seem to indicate a need for children's literature to place less emphases on traditional roles of males and females and to place greater emphses on realism and the diversity of male and female roles.

CHAPTER III

FINDINGS OF THE STUDY

Introduction

This chapter presents the findings of the content-analysis of the 125 picture books examined. The form of the content-analysis is presented in Appendix B and Appendix C.

Findings

The tabulation of illustrations is perhaps the best single indicator of the importance of the male figure in picture books. Females comprise approximately 51 percent of our population, thus the female should be represented in roughly half of the pictures. In the sample taken there were 1013 illustrations of males compared to 283 illustration of females. If we include animals with obvious sex identities the bias is even greater. The total number of male illustrations jumps to 1243 while the females illustrated increases to only 329. A complete breakdown of illustrations is presented in Table 1.

TABLE 1. ANALYSIS OF ILLUSTRATIONS

Category	No. of illus.	% of total no. of illus.
No. of illus. with males only	1013	40
No. of illus. with females only	283	11
No. of illus. with both	637	25
No. of illus. with male animals only	230	9
No. of illus. with female animals only	46	2
No. of illus. with both	167	7
No. of illus. with no gender indicated	160	6
Total	2536	100

Perhaps one of the most bizarre illustrations of a female is found in George's Store. (Asch:1969) The illustrator of this picture book chose to draw a moustache on all the characters depicted in the book, even the females. (See Appendix G)

Turning to the titles of the books examined it was found that the percent of titles featuring males were again noticeably higher than those titles featuring females. There were 125 titles represented, 25 percent featured male names, 10 percent featured female names and 65 percent made no references to names indicating gender. A complete breakdown of titles is presented in Table 2.

TABLE 1. ANALYSIS OF TITLES

Category	No. of titles	% of total no. of titles
Titles with male names	31	25
Titles with female names	12	10
Titles without references to gender	82	65
Total	125	100

In Wietzman's study "Sex-Role socialization in Picture Books for Preschool Children" (American Journal of Sociology, May 1972) it was also found that males were featured more often than females in titles. Weitzman concluded that if a child were to scan a list of titles he/she would be bound to receive the impression that girls are not very important because no one has bothered to write about them.

Out of 125 books examined 57 percent had males as

leading characters compared to 13 percent having females as leading characters. The remaining 30 percent were books without leading characters, such as ABC books and number books. Madeline and the Bad Hat (Bemelmans:1956) is one of the books that represents the 13 percent with female main charaters. Even though Madeline is in the title, which would make one assume she is the prominent character, it is rather dubious if she indeed is the main character. This book spends the majority of time illustrating the adventures of the 'bad hat' (a male) and shows Madeline watching the young boy and in the end converting him into a 'good boy'. The first illustration is indicative of most of the 49 illustrations in this book. The title picture shows the 'bad hat' as a stronger more impressive figure than little Madeline who is holding a bouquet of flowers and dressed in her Sunday best. (See Appendix H)

Perhaps these findings and Madeline and the Bad Hat are reflective of a statement made in the study "Women in Children's Literature" (Nilsen:918) Nilsen makes the following statement:"...when enrolled in a course entitled 'Writing for Children' the instructor told us, 'The wise author writes about boys, thereby insuring himself a maximun audience, since only girls will read a book about a girl, but both boys and girls will read about a boy'". The complete breakdown of main characters is presented in Table 3.

TABLE 3. ANALYSIS OF MAIN CHARACTERS

Category	Numerical Breakdown	% of total no. of books reviewed
Male main characters	71	57
Female main characters	16	13
No main character indicated	38	30
Total	125	100

Some feminist groups suggest that the publishers are plotting againist females. This seems rather unlikely because the field of children's literature is one in which numerically women have a slight majority. Out of the 125 booksrs represented 50 percent had female authors, 46 percent had male authors and the remaining 4 percent represented a male/female collaboration. It is interesting to note the the majority reversus itself when the illustrators were tabulated. Out of the 125 books represented 65 percent had male illustrators 32 percent female and 3 percent had a male/female collaboration. The complete breakdown of authors and illustrators are presented in Tables 4 and 5.

TABLE 4. NUMBER AND PER CENT OF MALE VERSUS FEMALE AUTHORS

Category	Numerical Breakdown	% of total no. of books reviewed
Female authors	62	50
Male authors	58	46
Collaboration of a male/female author	5	4
Total	125	100

TABLE 5. NUMBER AND PER CENT OF MALE VERSUS FEMALE ILLUSTRATORS

Category	Numerical Breakdown	% of total no. of books reviewed
Female illus.	40	32
Male illus.	81	65
Collaboration of male/female illus.	4	3
Total	125	100

Each of the books examined were put into one of 6 major categories. The categories were as follows: books including no people or animals, books including animals no people, books including men no women, books including no adults, books including women in homemaking related roles, and books including women in professional roles. Out of the total number of books examined there were only 4 books that had no males compared to 31 books having no females. In the 4 books that had no males 2 had females that were rather unimportant and inconspicuous. The one female in Blue Parns (Sewell:1933) is pictured twice in a total of 17 illustrations. These 2 illustrations show her sewing and shopping. The other rather unimportant female shown in The Red Box with Wheels (Petershaum: 1969) is a mother who is shown in 2 illustrations out of 14. The only word she says is 'shoo'. Her activities consist of shooing animals away from her baby and otherwise tending her baby. The remaining two female characters are slightly more interesting than the previous females mentioned. In Which Way Greta? (Ono:1969) Greta is shown in 9 of 11 illustra-

tions. However in all but 1 of the 9 illustrations she is drawn with her back facing the reader. The remaining book Blueberries for Sal (McCloskey:1948) is a story about a mother and daughters adventures picking blueberries. Both Sal and her mother were depicted as believable and important characters. This book was considered one of the better books examined.

Out of 125 books there were 45 percent that included women however only 6 percent of these books had women shown in professional roles compared to 39 percent shown in home-making related roles. A complete breakdown of the 6 major categories is presented in Table 6.

TABLE 6. ANALYSIS OF CATEGORICAL BREAKDOWN

Categories	% of 125 books reviewed
Books including no people or animals	1
Books including no people	16
Books including men no women	25
Books including no adults	13
Books including women as homemakers	39
Books including women as professionals	6
Total	100

A tabulation of the roles and activities of adult characters showed the male population to be engaged in a larger more varied list of roles and activities than females. Males were shown in 81 different roles compared to 17 different roles for females. The male roles include; mayor, principal, astronut, king, steel worker, ambassador etc.. While the

female roles include nun, maid, saleslady, teacher etc.. The activities depicted in the picture books show adults in a total of 123 different activities. The males were shown participating in 73 different activities compared to the females participation in 50 different activities. Out of the 50 activities females are shown in 44 percent dealt with participation in one of the following types of activities: shopping, serving food, cooking, cleaning house, sewing, doing the laundry and tending a baby or small child. The complete breakdown of roles and activities of adult characters are presented in Appendix D and Appendix E.

The roles and activities of adults in picture books seem to lack reality. Motherhood is depicted as a full-time, life-time job when in reality for most women it is generally a part-time 10 year commitment. Studies indicate that the average women has completed the main portion of her child bearing by her mid-thirties therfore having 24 more productive years in the labor force if she returns to work when her children are of school age.(Weitzman: 1141) Studies also indicate that over 10 million mothers of young children are currently in the labor force (U.S. Dept. of Labor cited by Weitzman:1141) Yet not one of the books examined showed a working mother. Nor did any of the books show a mother engaged in volunteer work, local politics or P.T.A..

The picture books also lack realism in presenting the

role of the father. The fathers in these books are rarely shown in the duties of child care, cooking, cleaning or doing the dishes. Most fathers are shown driving or fixing a car, smoking a pipe or reading the newspaper.

The activities of the children in picture books can be summerized by noting that male children participate in activities that are exciting and adventuresome while female children participate in less exciting and passive activities. The activities for females are for the most part limited to female oriented activities such as jumping rope, dancing, gardening, shopping, cleaning, helping mother and playing dolls and dress-up. The males participate in male oriented activities such as playing cowboys and Indians, climbing trees, teasing girls and playing ball. A complete breakdown of the activities children participate in are presented in Appendix F.

The final item used to check for sexism in picture books was a partial sterotypic sex-role item list compiled by Broverman. These items were not tabulated unless the characteristic was obviously displayed. The females were found to be identified with the female sterotypic characteristics and the males were identified with the male sterotypic characteristics. The sterotypic sex-role item list is presented in Appendix G.

CHAPTER IV

SUMMARY, FINDINGS AND DISCUSSION

Summary

The purpose of this study was to examine sexism in picture books. The picture books used in the study were randomly selected from the children's department of the Mishawaka Public Library. A content-analysis method was employed to obtain the desired information from each picture book.

Findings

The following findings, indicate the results of the content-analysis of the data examined:

1. There was a total of 2536 illustrations examined. The complete breakdown of illustrations follows:

   a. The total number of all male illustrations was 1013.
   b. The total number of all female illustrations was was 283
   c. The total number of illustrations of both male and female was 637.
   d. The total number of illustrations of all male animals was 230
   e. The total number of illustrations of all female animals was 46.
   f. The total number of illustrations of both male and female animals was 167
   g. The total number of illustrations that indicated no gender was 160.

2. The titles of the 125 books were broken down into 3 categories, which follow:

   a. Titles with male names 31
   b. Titles with female names 12
   c. Titles without reference to names indicating sex 82

3. The main characters of each book were determined and

resulted in the following findings:

a. Male main characters 71
b. Female main characters 16
c. No main character indicated 38

4. The number of female authors versus male authors were tabulated and the findings follow:

a. Male authors 58
b. Female authors 62
c. Collaboration of a male and female author 5

5. The number of female illustrators versus male illustrators were tabulated and resulted in the following findings:

a. Male illustrators 81
b. Female illustrators 40
c. Collaboration of a male and female illustrator 4

6. Each of the 125 picture books were put in one of 6 categories the findings follow:

a. Books including no people or animals 1%
b. Books including animals no people 16%
c. Books including men no women 25%
d. Books including no adults 13%
e. Books including women in homemaking related roles 39%
f. Books including women in professional roles 6%

7. Each activity engaged in by a male or female child was tabulated, the findings follow:

a. The number of different activities male children partcicpated in 129
b. The number of different activities female children participated in 74

8. Each activity engaged in by a male or female adult was tabulated resulting in the following findings:

a. The number of different activities male adults participated in 73
b. The number of different activities female adults participated in 50

9. The role of each adult male and female was tabulated and resulted in the following findings:

a. The number of roles male adults were depicted in 81
b. The number of roles female adults were depicted in 17

10. A list of sterotypic sex-role characteristics were tabulated and it was found that the females in picture books were identified with the female sterotypic sex-role characteristics and the males were identified with the male sterotypic sex-role characteristics.

Discussion

Based upon the data collected, the content-analysis and the results of the findings it appears that females are under represented and both males and females are limited to sterotypic roles in picture books. It is clear that these books reinforce 'traditional' sex-roles. This does present a problem because the children who see these books are likely to accept the sex-roles portrayed as immutable.

Studies have indicated that children make sex-role distictions and express sex-role preferences before reaching kindergarten. (Wietzman:1125) Thus the portrayal of sex-roles depicted is potentially harmful to the children using these picture books. While it is obviously impossible for writers and publishers to depict all the diverse roles people play in the society of today, it does seem feesable to depict male and female adults and children in roles and activities other than 'traditional'.

Recommendations for further study. The methodology of this study suggests a model that would perhaps be useful to other types of studies dealing with sex-role behavior and attitudes. If sex-role behavior, as portrayed in picture books can be analyzed then perhaps other medias of communication such as T.V. and films could be undertaken for future research.

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APPENDIX

Appendix A

Analysis of Publication dates

No. of books published in the 1920's		No. of books published in the 1930's		No. of books published in the 1940's		No. of books published in the 1950's		No. of books published in the 1960's		No. of books published in the 1970's	
Yr.	No.	Yr.	No.	Yr.	No.	Yr.	No	Yr.	No.	Yr.	No.
1929	1	1939	1	1949	0	1959	2	1969	11	1975	7
1928	0	1938	0	1948	1	1958	1	1968	7	1974	11
1927	0	1937	0	1947	1	1957	1	1967	9	1973	5
1926	0	1936	0	1946	0	1956	1	1966	4	1972	14
1925	0	1935	0	1945	1	1955	1	1965	3	1971	8
1924	0	1934	1	1944	1	1954	2	1964	4	1970	12
1923	1	1933	1	1943	0	1953	1	1963	4		
1922	0	1932	0	1942	1	1952	2	1962	2		
1921	0	1931	0	1941	0	1951	0	1961	1		
1920	0	1930	0	1940	0	1950	1	1960	1		

Appendix B

Content-Analysis Form

Title:
Author:
Illustrator:
Date Published:
Publisher:
Main Character:
Comment:

Category:
Includes no people or animals-
Includes only animals-
Includes men no women-
Includes no adults-
Includes women as homemakers-
Includes women in professional roles -

Illustrations:

No. of males
No. of females
No. of both
No. of male animals
No. of female animals
No. of both
No. of pictures with no gender indicated

Roles of Adults

Males Females

Activities of Adults

Males Females

Activities of Children

Males Females

Appendix C

Sterotypic Sex-Role Items

Feminine Chara.	No. of females with chara.	No. of males with chara.
not aggressive	4	0
not independent	6	0
very emotional	6	0
dosen't hide emotions	4	0
very subjective	0	0
easily influenced	3	2
very submissive	4	0
dislikes math or science	0	0
passive	0	0
not competitive	4	1
illogical	0	1
home oriented	25	1
not skilled in business	2	1
sneaky	3	2
dosen't know way of world	2	0
feelings hurt easily	2	1
not adventurous	2	0
difficulty in making decisions	1	0
cries easily	3	0
almost never acts as leader	3	0
not self confident	3	3
not ambitious	2	1
concieted about looks	0	0
very dependent	3	3
excitable in minor crisis	6	3

Appendix C
continued

Sterotypic Sex-Role Items

Masculine Chara.	No. of females with chara.	No. of males with chara.
aggressive	0	8
independent	3	23
not emotional	0	2
hides emotions	0	4
objective	0	1
not easily influenced	0	8
dominant	0	13
likes math or science	0	1
not excitable in minor crisis	0	2
active	11	23
competitive	1	9
logical	2	12
wordly	0	4
skilled in business	0	3
very direct	0	6
knows the way of the world	0	1
feelings not easily hurt	0	1
adventurous	5	20
makes decisions easily	1	4
never cries	0	1
almost always acts as leader	0	7
self-confident	0	11
ambitious	1	5
not concieted about looks	0	0
not at all dependent	0	3

Appendix D

Breakdown of Adult Roles

Male roles	Female roles
father	mother
mailman	nun
store owner	maid
principal	flower lady
chauffer	queen
cook	angel
mover	witch
ambassador	grandmother
salesman	farmer's wife
doctor	saleslady
muscician	enchantress
pilot	horsetrainer
sheik	fortune teller
circus performer	ballon vendor
astronut	teacher
ballon vendor	acrobat
mayor	nurse
guard	
crewman	
magician	
hot dog vendor	
cowboy	
pirate	
fireman	
businessman	
grandfather	
farmer	
captain of ship	
barber	
king	
policeman	
steel worker	
builder	
construction worker	
zookeeper	
apt. super.	
governor	
scholar	
wizard	
painter	
taylor	
troll	
ticket agent	

Appendix D
continued

Breakdown of Adult Roles

Male roles continued

garbage man
meter man
dentist
ice cream man
ringmaster
soldiers
artist
caravan leader
beech patrol
miner
diver
swordsman
jockey
rogue
sailor
Indian chief
hunter
milkman
organ grinder
bus driver
sheep hearder
knight
street cleaner
glass blower
shoe repair man
forman
woodcutter
conductor
minister
taxi cab driver
elevator operatior
movie agent
camerman
ambulance driver
T.V. repair man
mechanic
prince
second mate

Appendix E

Analysis of Adult Activities

Male activities	No. of instances
milking cow	2
solving family problems	1
eating	2
giving wife a present	1
hunting	1
climbing a mountain	1
driving	4
working on a car	3
pumping gas	1
shoveling snow	2
feeding animals	1
repairing shoes	1
sweeping sidewalk	1
walking dog	1
giving child ride on back	1
marching	1
selling ice cream	1
talking to child	2
attacking giant	1
skiing	1
digging clams	1
chopping wood	2
directing traffic	1
stodking store	1
gaurding palace	1
tending sheep	1
shearing sheep	1
glass blowing	1
fixing door and steps	1
making cloak from wool	1
walking in rain	2
laying bricks	1
drawing	1
digging	1
reading newspaper=	11
smoking pipe or cigar=	10
shaking hands	2
cleaning apt.	1
bathing	1
painting	4

Appendix E
continued

Male activities cont.	No. of instances
playing a musical instrument	8
reading a letter	1
raking yard	1
riding a horse	5
baking	1
scolding daughter	1
cooking	2
packing a camel	2
swimming	2
fishing	3
boating	5
running after dog	1
riding motorcycle	2
farming	3
tending son	1
picking apples	1
pulling splinter out ob boy	1
gardening	1
puttering in workshop	1
flying plane	1
going to work	2
walking with grandson	1
climbing to roof	1
working a crane	1
shaving	2
changing a tire	3
leading animals	1
building a kite	1
collecting garbage	1
washing windows of apt.	1
wrestling	1
building a skyscrapper	1

Female activities	No. of instances
shopping	10
serving food	11
cooking	9
cleaning house	6
sewing	2
doing laundry	3
tending baby or small child	14

Appendix E
continued

Female activities continued	No. of instances
mixing a brew	1
crying	2
rocking on porch	5
having coffee	4
washing dishes	1
tending sick person	3
watering plants	7
talking to children	1
scolding boys	1
talking with other ladies	1
reading to class	1
patting son on head	1
kissing child	1
walking with child	5
making yarn	1
spinning yarn	1
weaving	2
knitting	4
taking daughter to school	1
sleeping	2
eating	1
painting flowers	1
taking children to zoo	2
riding a broom	1
watching TV	1
ironing	2
taking a picture	1
dancing	1
watching husband	1
watching children play	1
fainting	1
waving from window	1
riding a horse	1
gathering eggs	1
canning	1
picking berries	1
pushing baby buggy	2
peeking out of window	1
feeding birds	1
swimming	1
baking	1
walking dog	1

Appendix F

Analysis of Activities of Children

Activities of males	No. of instances
boating	4
sitting under a tree	4
landing on the moon	2
amusing mother	1
reading paper with father	1
trying father's shoes on	1
hanging from tree limb	3
climbing tree	3
feeding birds	2
buying or eating ice cream	3
playing cowboys and Indians	6
dancing	3
eating	6
fighting	3
sleeping outside	1
sleeping	4
eating outside	1
chasing girls	5
high jumping	1
crying	2
playing with guns	1
playing with dog	8
digging	1
showing off	3
reading	4
marching in parade	2
playing in snow	10
building a sand castle	6
scaring people	1
flying a kite	6
lifting weightw	1
throwing snowballs	3
playing	20
cutting chicken heads off	1
playing bullfighter	1
playing practical jokes	1
playing in mud	5
playing with animals	9
playing with baseball	3
playing in water	2
playing with model airplane	1
pretending to be a boat capt.	1
" " sailor	

Appendix F
continued

Activities of males continued	No. of instances
pretending to be a pirate	1
" " viking	1
" " astronut	2
" " fireman	2
" "policeman	1
" " truck driver	1
" " taxi driver	1
playing kickball	1
playing football	1
playing with a typewriter	1
playing with a wooden horse	1
crawling through a pipe	2
letting animals out of zoo	1
playing in barn	1
playing with a sea creature	1
playing with a snail	2
gardening	7
talking on phone	2
swimming	5
looking through spy glass	1
delivering papers	2
running	7
riding bike	3
writing to mayor	1
writing a letter	2
jumping over fire hydrant	1
planting flag	2
fishing	3
setting table	1
riding horse	2
camping	1
telling ghost stories	1
driving a train	1
riding a ballon	1
talking to birds	3
doing math	1
climbing over fence	2
climbing a mountain	1
blowing bubbles	2
raking leaves	1
buying shoes	1
going to church	1
bathing	2
racing	1
yelling	2

Appendix F
continued

Activities of males continued	No. of instances
lifting a pig	1
fighting a bear	1
fighting a mule	1
scaring chickens	1
watching construction workers	2
throwing eggs	1
hammering boards	2
marking sidewalk with chalk	1
smelling flowers	1
playing marbles	1
fixing broken things	1
picking petals from flower	1
getting dressed	1
singing in chorus	1
hunting	1
walking in woods	1
shinning shoes	1
brushing teeth	1
buying hot dog	1
drinking soda	1
being a patrol boy	2
lying in grass	1
drawing	1
swinging	1
carrying a dead mouse	1
rescuing a girl	3
walking in rain	1
making a whistle	1
watching TV	1
ice skating	1
watching a parade	1
watching a rocket	1
pulling a wagon	1
bathing a dragon	1
grocery shoppin with mother	1
rocking with grandfather	1
camping	1

Activities of females	No. of instances
dancing	4
eating	1
serving food	1
playing ball	1

Appendix F
continued

Activities of females continued	No. of instances
playing with a dog	4
playing with a cat	6
playing	11
playing in snow	4
playing with blocks	1
playing dolls	1
playing dress up	2
pulling a wagon	1
playing house	1
playing ring around the rosie	2
running	5
swinging	1
singing	2
stealing	1
gardening	5
building a sand castle	1
climbing a mountain	1
marching in a parade	1
picking flowers	3
taking a walk	7
waving, or watching from inside	6
falling down	1
shopping	4
exercising	1
visiting a sick person	1
feeding birds	1
yodeling	1
playing a musical instreument	4
riding a horse	2
leading a horse	1
standing on beech	1
hugging mother	2
crying	3
swimming	1
jumping rope	6
helping little sister	1
spillin milk	1
adding with blocks	1
helping in kitchen	2
picking berries	2
getting lost	1
setting table	2
talking on phone	1
cooking	2

Appendix F
continued

Activities of females continued	No. of instances
riding a bike	2
pouting	2
blowing bubbles	1
doing a handstand	2
cleaning room	3
yelling for help	1
fanning herself	1
sewing	1
having a party	2
sleeping	2
sipping soda	2
holding a baby doll	1
riding a merry-go-round	1
climbing a fence	1
sitting	2
painting	1
licking off shoes	1
knitting	1
combing hair	1
studying	1
pushing a baby buggy	1
telling secrets	1
telling rhymes	1
playing dolls	2
going to the show	1
talking on playground	1